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## Foreword

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This course of study has been produced by the teachers of English of the Junior and Senior High Schools of Cleveland working during a period of three years under the direction of a General Committee composed of: Elsie C. Davies, Chairman; May McKittrick; Lula J. Van Fleet; S. Gertrude Hadlow; Clifford J. Thompson; Myrtle E. Gillespie; Eleanor M. Lally; and Eleanor Randt. A large number of teachers contributed directly to the selection and arrangement of the material and their co-operation is gratefully acknowledged.

The course is not a finished product; it is a working manual, designed to correlate the work of the junior and senior high schools and to place definitely each phase of work. There has been an endeavor to make the work so clear that any teacher new to any aspect of it may be able to proceed without too detailed supervision.

Attention is called particularly to the need of flexibility in the use of this manual. Every endeavor has been made to give scope to the individuality of teacher and of pupil. Minimum requirements and time allotment are suggested but more material is offered than can be used. A supplementary pamphlet containing the Appendix will be published later.

Charles H. Lake,  
Asst. Supt. of Schools.

To the Honorable Board of Education:

September, 1921.

I desire to submit herewith the course of study in English for use in the junior and senior high schools of the city of Cleveland.

Very respectfully,

R. G. Jones,  
Superintendent of Schools.

# Course of Study in English in the Cleveland Junior and Senior High Schools

The aim of the work in English is twofold; first, to develop an appreciation of good books; second, to develop in the pupil the ability to express himself clearly, correctly, and effectively.

## Literature

That the pupil may gain the power of appreciation of good literature, a small number of classics suited to the age and capabilities of the pupils as a group should be read and studied carefully. These works should be studied for their spiritual and esthetic value, without too close analysis of details. Here the aim should be the creation of a taste, and not the ability to criticize. The test of the success of this work should be the growing desire and ability on the part of the pupil to read better books. Also, these classics are models of good literature; they deal with eternal problems of human nature; they serve as standards by which to measure the books which pupils read without supervision.

Pupils will not become great readers, however, unless extensive lists of books are thrown open to them from which they may make some choice. This list for rapid reading should include current fiction and modern books of practical value; also magazines of current history, of geography, and of special subjects related to the environment and work of the school, and should be suited to pupils of various interests and capabilities. In fact, there is no place in the curriculum where so much consideration should be given to the individual, as in the English course.

## Composition

That the pupil may gain the ability to write and speak clearly, the material chosen for the composition, both written and oral, should be familiar to him. It should be drawn from his own experiences, whether these experiences come from his outside interests, his work and play, or other special activities. The material chosen for composition, and the use made of this material, should possess real value to the individual pupil.

To the end that the pupil shall be able to write and speak *correctly*, much attention should be given to drill in correct forms. Only such grammar should be taught as will function in the oral and written work of the pupil.

That the pupil may be able to express himself effectively, some attention must be given to the qualities that produce interest, such as the selecting and grouping of details, the creation of suspense and climax, and the effective arrangement of an argument.

Correctness and clearness may well be the chief aims of the junior high school; while effectiveness involving more details of rhetorical principles may be the ultimate aim of the senior high school.

## Class Reading

The classics are to be read partially in class and used partially as an elementary course in the study of literature. Class discussions should develop correct interpretation, establish simple standards of appreciation, arouse the imagination, encourage independent thinking, and introduce the pupil to some of the common allusions which will occur in his later reading. Dramatization should be developed from selections taken from the literature studied.

## Outside Reading

Pupils are to select at least two books each semester from the list and give a written or oral report on each. Teachers

may advise as to the character of the report and should encourage the reading of many more books in the list in order that the pupils may acquire a genuine taste for good reading in leisure hours as well as acquire the habit of using the library effectively. (See supplementary list in appendix for suggestions.)

Books scheduled for a grade are not to be used for class or outside reading in any earlier grade. In certain cases, a book not already used by the pupils may be read or studied in a later grade.

### **Memorizing**

Pupils should be required to memorize choice passages of both prose and poetry.

# Seventh Year

## CLASS READINGS—7B

Select from the following:

Golden Numbers.....	Wiggin
(See suggestive poems assignment.)	
Flag Raising.....	Wiggin
Adrift on an Ice Pan.....	Grenfell
At School in the Promised Land.....	Antin
Heroes of Everyday Life.....	Coe
Lance of Kanana.....	French
A Christmas Carol.....	Dickens
Birds and Bees.....	Burroughs
Junior High School Literature, Book I.....	Elson-Keck
*A Dramatic Reader, Book V.....	Stevenson
(a) A Christmas Carol	
(b) The Maid of Orleans	
*(Not to be used as a classic, but for informal dramatization.)	

## Short Stories and Classic Lore—7B

These stories are to be used as material for reports in oral composition. The teacher should guide pupils to discuss: a. beauty as to structure; b. beauty as to thought. In this way pupils will acquire not only models of literature but an intimate acquaintance with that which is best in literature.

Bible Story: Story of Ruth

Cycle Story: Norse Folk Stories.....Mabie

Thor's Wonderful Journey

Death of Baldur

Twilight of the Gods

The New Earth

Merry Adventures of Robin Hood.....Pyle

Pen and Inkstand.....Andersen

The Snow Image.....Hawthorne

The Singing Lesson.....Ingelow

The Bell of Atri.....Longfellow

Horatius at the Bridge.....Macaulay

Paul Revere's Ride.....Longfellow

Lark in the Gold Fields.....	Reade
The Inchcape Rock.....	Southey
Lobo, Rag and Vixen.....	Thompson
Legend of St. Christopher.....	Longfellow

## WRITTEN COMPOSITION 7B

The aim of this semester is to teach the pupil to write with fair facility an original paragraph upon a subject within the range of his experience or interests. A close relation between the oral and written theme should be sustained, the oral theme usually preceding the written, and receiving much emphasis. Development of the sentence sense should be emphasized and simple paragraphing introduced.

The minimum requirements are two lessons per week devoted to composition, oral or written.

### I. The following technical details should be insisted upon:

1. Title on first line
2. No period after title
3. One line left blank between title and composition
4. First line of every paragraph indented
5. Left hand margin of one inch
6. Legible handwriting

### II. The teacher should require from the pupil:

1. Simple outlines for themes
2. Simplicity and unity
3. Correct punctuation, in all work. By the time pupils are ready to leave this grade they should use correctly
  - a. The period
  - b. The interrogation point
  - c. The comma in its ordinary uses
    1. In a series
    2. Before a quotation
    3. After a noun of address
    4. After a dependent clause at the beginning of a sentence
  - d. The colon in business letters
  - e. The apostrophe
4. The mastery of the simple sentence



5. Correct usage of capital letters (Studied and unstudied dictation, as well as exercises in copying, may help here.) Simple paragraph development by means of the topic sentence

III. For criticism of themes the copy reader's marks should be learned and used by the pupils and by the teacher in correction of all written work.

1. The pupil should practice
  - a. Proof-reading of his own papers
  - b. Proof-reading of other pupils' papers
2. He should gain in ability to criticize his own work because of the possession of definite standards
3. The teacher should, in marking papers
  - a. Emphasize one or two points specially and favorably, whenever possible
  - b. Confer personally with pupils
  - c. Give class drills and games to correct errors made by the class in general
  - d. Accept no work below the child's best ability
  - e. Require the correct spelling of at least 95 per cent of all words used, though some may still have to be looked up in the dictionary

#### IV. Letter-writing

1. The mechanics of heading, salutation, etc., should be confined to one form only.
2. There should be abundance of practice in the writing of letters of friendship and such social forms as the life of the school permits.
3. The simple business letter should be taught.
  - a. An order for renewal of a subscription to a paper or magazine
  - b. An order for a book or article of clothing. (The necessity for courtesy and neatness should be emphasized.)
4. The proper folding of business and social letters and addressing of envelopes should be taught.

V. Oral composition should be emphasized in this grade. The pupil should be able to stand at ease before a group and talk for a minute or two, upon a subject familiar



to him, in simple, grammatical English, with clear enunciation and natural pitch of voice. The formation of an English Club is helpful.

1. The pupil's preparation for the oral theme should include
  - a. The selection of the subject
  - b. The collection of material
  - c. The organization of material in outline form
2. Criticism should be constructive, frank, sympathetic, and should consider
  - a. Organization of material (for unity and simplicity)
  - b. Gross errors in grammar and sentence structure
  - c. Especially good words and phrases
  - d. Position of the body, head, eyes, hands
  - e. Clearness and carrying power of the voice—enunciation
  - f. Attention of the audience
3. Subjects should be within the range of the child's experience. They may be drawn from
  - a. Personal experiences
  - b. Different school activities and subjects: cooking, art, woodwork, mechanical drawing, reading, civics, history, geography
  - c. Nature study
  - d. Picture study
  - e. Books read outside class
  - f. Ethical topics

## GRAMMAR 7B

The aim is to develop the *sentence sense*. On'y the simple sentence should be taught.

### I. Fundamentals

#### A. Review

1. Complete subject and complete predicate
2. Parts of speech

#### B. Teach the simple sentence.

##### 1. Forms

- a. Simple subject and simple predicate
- b. Compound subject and simple predicate
- c. Simple subject and compound predicate
- d. Compound subject and compound predicate

2. Essentials of the sentence
  - a. Subject with complete verb
  - b. Subject with incomplete verb. (Transitive verb with direct object; copulative verb with predicate noun or predicate adjective.)
3. Modifiers
  - a. Adjective (word, phrase)
  - b. Adverbial (word, phrase)
  - c. Explanatory (appositive)
- C. Teach plurals and possessive forms of nouns as part of the spelling lesson.

## II. Correct Usage in Speech

Make the adjective and the adverb the special subject for drill. In addition the teachers of each school should agree upon a short list of the errors peculiar to their group. Drill for

- A. Correct adjectives
  1. "This kind" and "that sort," not "these kind" and "those sort"
  2. "Those books," not "them books"
- B. Correct adverbs
  1. "Spoke well," not "spoke good"
  2. "Very cold," not "real cold"
  3. "I haven't any" or "I have none," not "I ain't got none" and other double negatives
- C. Correct forms of such common verbs as: begin, break, bring, burst, buy, come, do, draw, drink, eat, go, know, learn, run, see, sing, teach, tear, throw, write.
- D. Elimination of the gross errors: "he don't," "t'ain't," "you was," "he says," "this here," and "that there."

## SPEECH WORK 7B

(See appendix.)

### Bodily deportment

1. Sitting
2. Rising
3. Standing at seat for recitation
4. Walking to front of room (analysis of walk)
5. Correct standing position before audience

Voice: Fundamentals for which to strive

1. Clear, distinct, big tones
2. Correct pronunciation of common words: just, the, with, because, white, gover(n)ment, En(g)lish, etc.
3. Correct emphasis on emphatic words

Preparation: Choose vital selections where the expression is dominated by power, largeness, freedom, animation. Encourage pupils to read aloud at home for ten minutes every day practicing good enunciation, clear tones—from the newspaper, the English or history lesson, or any other good reading matter. Plan the work so that occasionally pupils may report to class on outside reading.

## MEMORIZATION 7B

Memorize four poems from this suggested list during the semester. Many of those not chosen for memorizing should be read in class by the teacher or pupils. Those found in *Gol-den Numbers* are starred.

The Planting of the Apple Tree.....	Bryant
*The Daffodils.....	Wordsworth
*Evening at the Farm.....	Trowbridge
*A Vagabond Song.....	Bliss Carmen
*The Sea.....	Barry Cornwall
*Lochinvar .....	Scott
*How Sleep the Brave.....	Collins
*Sweet Peas.....	Keats
Woodman, Spare that Tree.....	Morris
Prayer Perfect.....	Riley
*Orpheus with His Lute.....	Shakespeare
*Night .....	Southey
In School Days.....	Whittier
Psalm CXXI.....	Bible
*The Landing of the Pilgrims.....	Hemans
*Abou Ben Adhem.....	Leigh Hunt
*November.....	Thomas Hood
How Did You Die?.....	Cooke
*The Bells (Selections).....	Poe
When the Frost is on the Punkin.....	Riley

*A Christmas Carol (There's a Song in the Air).....	Holland
*Duty .....	Emerson
The American's Creed.....	Page
Flanders Fields.....	McRae

Selections found on pages of *Golden Numbers* listed below are suggested for class work in this grade. Pages 26-31, 57-65, 93-102, 121-123, 149-158, 195-201, 231-239, 255-258, 275-277, 303-309, 353-370, 407-422, 509-517, 551-555, 601-605, 635-639.

## DICTIONARY WORK 7B

The object of the following outline of work is the formation of the dictionary habit. Each child must report daily with his own dictionary (Webster's International Dictionary).

### I. What to know about dictionaries

#### A. Their purposes

1. To give correct spelling of words
2. To give correct pronunciation of words
3. To give correct meaning of words
  - a. By definitions
  - b. By derivations and history
  - c. By illustrations of literary usage
4. To give miscellaneous information

### II. The use of the dictionary

#### A. Teach the location of the letters in the dictionary.

1. Guide posts
  - a. M in middle of book
  - b. D halfway between M and title page
  - c. S halfway between M and end
  - d. A very short distance from title page
  - e. Z about twice as far from end as A is from beginning, in school dictionaries. Test with own book. X, Y, Z, each occupies so little space that all may be learned as Z.
2. Give practice work in opening at each guide post after it is learned.
3. Teach the value of the catch-words at the top of the pages
4. Drill to secure ease and independence in locating words.
5. Time pupils on finding one word at a time. Later, five words, then ten.

6. Arouse interest by giving words with unusual or interesting histories.
- B. Teach the pronunciation of words in the dictionary by giving short daily phonic drills.
- C. Teach how to consult the dictionary for correct spelling of words.
  - a. Past tenses of verbs regularly formed; e. g. **soiled**
  - b. Plurals of nouns if regularly formed; e. g. **ladies**
  - c. Derivatives easily made; e. g. **unhabitable**
  - d. Regularly formed comparatives and superlatives of adjectives; e. g. **richer, richest**
- D. Teach the choice of definition to get the right meaning for a word.
- E. Divisions of the dictionary

#### References

1. *Knowing and Using Words*; by Lewis and Holmes
2. Minnesota Course of Study
3. *Words and Their Ways in English Speech*; by Greenough and Kittridge

## SPELLING 7B

(For further suggestions see special monograph on spelling)

### Minimum Requirements

Twenty minutes per week. Lists should be made from compositions, letters, or from words common to activities in any classroom. Teach spelling of words whose plurals are formed irregularly; also possessive forms of nouns. In addition the list in the monograph on spelling is recommended.

**Supplementary reading:** see statement in aims, and appendix, for suggestions for 7th year.

### COPY READER'S MARKS

The teacher should insist that every pupil become familiar with the following marks at the beginning of the semester:

Awk—awkward expression  
 Cap—capitalize  
 Cl—not clear  
 Coh—lacks coherence  
 Con—wrong construction  
 Gr—bad grammar

No¶—no new paragraph  
 P—punctuation  
 Rep—some word repeated  
 Rew—rewrite  
 Sl—slang  
 Sp—misspelled word  
 Su—sentence lacks unity  
 T—wrong tense  
 Tr—transpose  
 W—wrong use of word  
 Λ—insert

## LITERATURE

### Class Readings—7A

Select from the following

Golden Numbers.....	Wiggin
(See suggestive poems assignment.)	
Tales from Shakespeare.....	Lamb
Selected Stories.....	Hans Andersen
The Courtship of Miles Standish.....	Longfellow
Snow-Bound .....	Whittier
Poems Here at Home.....	Riley
The Night before Thanksgiving.....	Jewett
The White Heron.....	Jewett
Junior High School Literature, Book I.....	Elson-Keck
The Liberty Reader.....	Sheridan

### Short Stories and Classic Lore (See statement under 7B)

Bible Story: Story of Joseph	
Cycle Story: Story of Siegfried	
King Arthur Stories.....	Pyle
Why the Chimes Rang.....	Alden
The Tin Soldier.....	Andersen
The Flax.....	Andersen
Moses at the Fair.....	Goldsmith
Owls against the Robin.....	Lanier
Birds of Killingworth.....	Longfellow
King Robert of Sicily.....	Longfellow
John Gilpin.....	Cowper
Pippa's Spring Song.....	Browning
Pied Piper of Hamelin.....	Browning



## WRITTEN COMPOSITION 7A

The aims of this semester are better sentence structure and further development of the paragraph by means of the topic sentence.

1. There should be an effort to secure greater facility in all lines, in order to improve the organization and the telling of a story so as to hold an audience. Outlining and other means of keeping pupils to the point should receive necessary drill. A close relation between oral and written composition should be sustained.

2. The pupil who is listening should be trained to gather the main points of a good talk. The pupil who is speaking should stand well, use good tones, and enunciate clearly.

The minimum requirements should be two lessons per week devoted to compositions, oral or written.

I. The following technical details should be insisted upon:

1. Simple outlines that will insure careful preparation
2. Proper arrangement of paper-heading, margin, proper indentation, legible penmanship, etc.
3. Reasonable paragraphing
4. Careful sentence structure (See grammar assignment.)  
correction of the "run-on" sentence
5. Correct usage of the grammatical forms studied this term
6. Correct punctuation as set forth in 7B, adding the quotation marks. (Brief dictation exercises may help here. Short drills with a definite purpose given at frequent intervals are preferable to longer exercises.)

II. For criticism of theme, see 7B.

III. The following material is suggested for topics:

1. Personal experiences, real or imaginary
2. Books read outside class
3. Matter suitable for the "Project Method," allowing for oral and written work upon several related phases, by members of a given group
4. Nature study (An Audubon Club)
5. Subjects correlating with history or civics
6. Industry: art, cooking, printing, mechanical drawing
7. Picture study

8. The doing or making of certain things
9. Letter-writing
  - a. All letter forms previously taught should be reviewed.
  - b. The letter of friendship and the simple business letter should be further developed.
  - c. Folding of letters of friendship and business and addressing of envelopes should be emphasized.

## Oral Composition

- I. Concerning pupil preparation, see 7B.
- II. For criticism, see 7B. Give added attention to pronunciation.

## GRAMMAR 7A

Aim to develop the *sentence sense* through the study of the complex sentence containing only one dependent clause. Attempt to create a feeling for proper subordination.

### I. Fundamentals

- A. Review points taught in 7B.
- B. Teach the complex sentence. (One dependent clause only)
  1. Expand adjective, word or phrase modifier, into adjective clause.
  2. Expand adverb, word or phrase modifier, into adverb clause.
  3. Emphasize the distinctive features of a phrase, a clause, and a sentence, distinguishing thoroughly their difference. This should correct the error of using a phrase or a clause for a sentence, and of "tacking on" to sentences unrelated clauses and phrases.
  4. Make complex sentences from simple sentences.
    - a. Three children lived in a village on the coast. They played together every day. (Simple). Three children who lived in a village on the coast played together every day (Complex).
- C. Teach the pronoun.
  1. Personal
    - a. Teach different forms by using them in sentences.
    - b. Arrange and learn the declension.
    - c. Avoid the use of too many personal pronouns in a sentence or paragraph.

## 2. Relative

- a. The principal relative pronouns are who (whose, whom), which, that.
- b. A relative pronoun should correctly represent its antecedent.
- c. Its use in the clause determines the case form.

## II. Correct Usage in Speech

Make the pronoun the special subject for drill. In addition the teachers of each school should agree upon a short list of the errors peculiar to their group.

### A. Drill for correct pronoun forms.

1. Nominative form for subject and predicate pronoun
2. Objective form for objects of any kind
3. Agreement with antecedent in number
  - a. Singular antecedent
  - b. Plural antecedent
  - c. Singular antecedents joined by "and"
  - d. Singular antecedents joined by "or" or "nor;" collective nouns as antecedents (to be touched upon lightly)
4. Agreement with antecedent in gender (to be touched upon lightly)
5. Ambiguous pronoun forms. Use direct quotations or repeat nouns when the meaning is not clear.
  - a. John said, "Fred, you know that you lost my book!" John told Fred that he knew he had lost his book.

### B. Eliminate the following errors:

1. "His," "theirs" not "his'n," "their'n"
2. "Himself," "themselves" not "hissself," "theirselves"
3. "Its," "yours" not "it's," "your's"
4. "You," not "youse"
5. "Mary went" not "Mary she went"
6. "The person who or that," "the thing which or that," not "the person which," "the thing who"
7. "The man that I met" not "the man what I met"

### C. Continue drill in forms listed in 7B, adding others as need arises.

## SPEECH WORK

(See work for 7B and 7A)

Memorize four poems from this suggested list during the semester. Many of these not chosen for memorizing should be read in class by the teacher or pupils. Those found in *Golden Numbers* are starred.

*An Apple Orchard in the Spring.....	Martin
*Dear Land of All My Love.....	Lanier
The Swimming Hole.....	Riley
Out to Old Aunt Mary's.....	Riley
*Midwinter .....	Trowbridge
*Clear and Cool.....	Kingsley
*To the Dandelion.....	Lowell
*Puck and the Fairy.....	Shakespeare
*Lullaby for Titania.....	Shakespeare
*Ariel's Song.....	Shakespeare
*A Sea-Song.....	Cunningham
*Where Lies the Land?.....	Clough
*Abraham Lincoln.....	Stoddard
*O Little Town of Bethlehem.....	Brooks
Ring Out Wild Bells.....	Tennyson
King Arthur's Charge to His Knights.....	Tennyson
Psalm CIII.....	Bible
*The Humble-Bee.....	Emerson
Over the Chimney the Night Wind Sang.....	Harte
Gradatim .....	Holland
*Columbus .....	Miller
*The Minstrel-Boy.....	Moore
*Solitary Reaper.....	Wordsworth
My Good Blade Carves the Casques of Men.....	Tennyson
*The Bugle Song.....	Tennyson
*The Battle Hymn of the Republic.....	Howe
*Old Ironsides.....	Holmes

(Selections on the pages of *Golden Numbers* listed below are suggested for class-room work for this grade: Pages 32-38,

66-72, 103-109, 125-129, 145-147, 202-210, 240-243, 259-262, 278-281, 301, 311-318, 371-378, 423-452, 522-535, 558-563, 606-612, 640-648. Omit "Rain in Summer," "To a Waterfowl," "The American Flag," "Opportunity," "The Shepherd Boy's Song."

### SPELLING

Minimum requirements: twenty minutes per week. Lists should be made from compositions, letters, or from words common to activities in any class room. In addition the list in the appendix is recommended.

Library Work: See appendix.

Supplementary Reading: See statement of aims for 7B, and appendix.

## Eighth Year

### CLASS READINGS 8B

Select from the following:

Golden Numbers.....Wiggin

(See suggestive poems assignment.)

The Van Dyke Book.....VanDyke

The Eugene Field Book.....Field

Old Testament Stories

A Dickens Reader

Otto of the Silver Hand.....Pyle

Evangeline .....Longfellow

Mark Twain's Travel in History.....Twain

Junior High School Literature, Book II.....Elson-Keck

(First half)

Vocation Books

Story of My Life.....Keller

Life of Edison.....Meadowcraft

Short Stories and Classic Lore (See statement under 7B)

Bible Story: David and Jonathan

Cycle Story: Story of Cid (Hero of Spanish People)

Dream of a Star.....Dickens

The Deacon's Masterpiece.....Holmes

Uncle Remus Stories.....Harris

Lochinvar .....Scott

Long Exile.....Tolstoi

The Keeper of the Light.....Van Dyke

The First Christmas Tree.....Van Dyke

## WRITTEN COMPOSITION 8B

The aim of this semester is the attainment of a reasonable degree of "finish" in organization and in sentence structure. Choice of words should be emphasized. A close relation between speaking and writing should be sustained. The minimum requirements are two lessons per week devoted to composition, oral or written.

### I. Technical details should be insisted on as set forth in the 7th year with

1. Some variety in paragraph development
  - a. By means of illustration
  - b. By specific instances and details (See any good rhetoric. Keep the work simple.)
2. The use of the colon preceding a tabulated form may be given.

### II. For criticism, see 7B.

### III. The following material is suggested:

1. Personal experiences, real or imaginary
2. Incidents or situations in books studied in class
3. Books read outside class
4. A story outlined, to be filled in with specific detail as the pupil imagines it
5. School activities and subjects
6. Nature study
7. Picture study
8. Civics
9. Industry: bookbinding, sewing, millinery, printing, sheet-metal work
10. Bookmaking
11. Contributions to school papers
12. Vocational subjects
13. Letter writing
  - a. All letter forms previously taught should be reviewed.
  - b. The following new forms should be taken up: letters of appreciation and acknowledgment, letter of sympathy, telegrams or night letters, advertisements and their answers, letters of application and



recommendation, letters of introduction and such letters as pertain to the civic life of pupils.

Note: Advertisements may be written one day and exchanged among pupils and answered.

## ORAL COMPOSITION 8B

The pupil should acquire the ability to talk for two or three minutes on a subject suited to an eighth grade pupil's interests and capabilities, so that a willing audience can follow the speaker and gather the thought.

- I. For comments on pupils' preparation, see 7B.
- II. For criticism, see 7B.
- III. Subject matter should be personal, definite, brief.
  1. The following forms of discourse should be used
    - a. Narration
    - b. Exposition. (Description in the fullest sense should be reserved for tenth grade in senior high school.)
  2. For subject matter, see list 1-12 under written composition in this semester and add
    - a. Ethical topics
    - b. Conversations

## GRAMMAR 8B

Aim for a further development of the *sentence sense* through proper subordination of ideas in the complex sentence; for the proper combination of related thoughts of equal importance in the compound sentence.

### I. Fundamentals

- A. Review work of 7th grade.
  1. The simple sentence with all its elements
  2. The complex sentence with adjectives and adverb clause modifiers
- B. Teach the noun clause
  1. As a subject
    - a. The story is true.
    - b. That my friend has lost his watch is true.
  2. As object of a verb
    - a. I heard the report.
    - b. I heard that the train had been wrecked.

3. As object of a preposition

- a. I shall think upon your suggestion.
- b. I shall think upon **what you have suggested**.

4. As predicate noun

- a. My wish for him is **success**.
- b. My wish for him is **that he may succeed**.

5. As explanatory modifier (also termed appositive)

- a. The lesson **that haste makes waste** must be learned by all.

Note: Emphasize the fact that groups of words (phrases and clauses) may be used like single words.

C. Teach the compound sentence.

- 1. Two co-ordinate clauses without a conjunction. (Shakespeare was born in 1564; he died in 1616.)
- 2. Two clauses joined by a conjunction: James Watt did not invent the steam engine but he greatly improved it.

Note: Emphasize the fact that clauses of a compound sentence must be co-ordinate. Teach how to subordinate one clause when a compound sentence has been incorrectly formed. ("I was walking down the street when I met a friend," not "I was walking down the street and I met a friend.")

D. Teach the conjunction

- 1. Subordinating (those that denote time, place, manner, cause, condition).
- 2. Co-ordinating (and, but, or, nor, etc.)
  - a. Connect words of equal rank: (He fought **and** bled for his country.)
  - b. Connect phrases of equal rank: (They traveled by boat **and** by rail).
  - c. Connect clauses of equal rank: (He was homely; still he was attractive).

## II. Correct Usage in Speech

Make the preposition and conjunction the special subjects for drill. In addition the teachers of each school should agree upon a short list of the errors peculiar to their group.

A. Drill for correct preposition.

1. **Between** refers to two objects: **among** refers to more than two objects.
    - a. A quarrel arose **between** two boys.
    - b. The money was divided **among** four men.
  2. **Into** and **to** follow verbs of motion: **in** and **at** follow verbs of rest.
    - a. We go **into** the house.
    - b. You remain **in** the room.
    - c. "They are **at** home," not "to home."
  3. "Behind" not "in back of;" (Mary sits behind me.)
  4. "Different from" not "different than." (My book is different from yours.)
  5. "Off" not "off of" (Keep off the grass.)
  6. "From" not "off of;" (I borrowed a knife **from** him.)
- B. Drill for correct conjunctions.
1. "Nor" as the correlative of "neither" not "or;" (Neither you **nor** I may go.)
  2. "As" or "as if" not "like"
    - a. Do **as** I do.
    - b. She spoke **as if** she were excited.
  3. "That" or "but that" not "but what;" (I do not doubt **that** he did it.)
  4. "Whether" not "if;" (Ask James **whether** he can go.)
  5. "Than" after the word "other" or any comparative word not "but;" (I have no other choice **than** this.)
- C. Continue drill in verb forms listed in 7B, adding others as need arises.

## SPEECH WORK 8B, 8A

- A. Bodily deportment
1. Check up on simple fundamentals of 7th grade.
  2. Urge pupils to eliminate unpleasant facial habits by work before a mirror.
- B. Voice
1. Review 7th grade work in voice.
  2. Drill pupils to pronounce correctly words ending in f and v; t and d; x and z; k and g; p and b.
  3. Give careful attention to the lips and jaw of 8th grade students to see that they are active. Exercise for lazy or inactive lips. Smile to relax lips, then say very slowly when—where—what—which. Tell pupils to feel as if they

were bringing corners of mouth back to touch ears or to draw lips back until every tooth can be seen. Exercises for rigid jaw: repeat Yaw—Yaw—Yaw—dropping jaw lower on each succeeding word. Repeat exercise until muscles begin to ache.

4. Extension of tones—as is stated in appendix, it is not loud tones but big tones or tones that have carrying qualities that are desirable; Exercise—“Awake, Sir King, the gates unbar! Rise up and ride both fast and far! The sea flows over bolt and bar.”

Have the pupil imagine that he is talking to the king outside the window.

### Preparation

Selections for class work continued—Myra Kelly's Stories; Browning, *Pied Piper of Hamelin*; Tennyson, *The Charge of the Light Brigade*; Joaquin Miller, *Columbus*; Abraham Lincoln, *Gettysburg Address*.

Memorize four poems from this suggested list during the semester. Many of those not chosen for memorizing should be read in class by the teacher or pupils. Those found in *Golden Numbers* are starred.

Destruction of Sennacherib.....	Byron
*Shepherd Boy's Song.....	Bunyan
*To a Waterfowl.....	Byrant
*To a Mountain Daisy.....	Burns
To a Mouse.....	Burns
The Ivy Green.....	Dickens
The Ship of State.....	Longfellow
The Dinkey Bird.....	Field
Garden and Cradle.....	Field
The Blue and the Grey.....	Finch
*The Chambered Nautilus.....	Holmes
*The Grasshopper and the Cricket.....	Hunt
I Have a Rendezvous with Death.....	Seeger
Autumn .....	Carmen
*The Fatherland.....	Lowell
*The Song of the Camp.....	Taylor
The Name of France.....	Van Dyke
Psalm XIX.....	The Bible

I Corinthians, Chapter XIII.....	The Bible
*The Spacious Firmament on High.....	Addison
*The Concord Hymn.....	Emerson
*Recessional .....	Kipling
Knee Deep in June.....	Riley
*Consider .....	Rossetti
A Prayer (his last one).....	Stevenson
The Torch of Life.....	Newbolt
*Barbara Frietchie.....	Whittier

(Selections on the pages of *Golden Numbers* listed below are suggested for class work for this grade: Pages 39-45, 73-80, 111-115, 131-136, 160-173, 211-218, 245-249, 265-269, 286-292, 319-335, 379-395, 454-471, 537-542, 569-576. Omit "O Captain, My Captain!" "God Rest Ye Merry Gentlemen")

## SPELLING 8A

(For General Suggestions, see appendix)

Minimum requirements: twenty minutes per week. Lists should be made from compositions, letters, or from words common to activities in any classroom. In addition the list in the appendix is recommended. Teach words in syllables and their use in sentences.

Library Instruction: see appendix.

Supplementary Reading: see general statement in appendix, and suggested reading list for 8B.

## CLASS READING—8A

Golden Numbers.....	Wiggin
(See suggestive poems assignment.)	
The Childhood of David Copperfield.....	Hale, Jr.
The Vision of Sir Launfal.....	Lowell
Rip Van Winkle.....	Irving
The Legend of Sleepy Hollow.....	Irving
Men of Iron.....	Pyle
Life of Lincoln.....	Moore
He Knew Lincoln.....	Tarbell
The Perfect Tribute.....	Andrews
The Toy Shop.....	Gerry
The Man without a Country.....	Hale

Atlantic Prose and Poetry.....	Thomas and Paul
Junior High School Literature, Book II.....	Elson-Keck
(Second half)	

#### Vocation Books

Florence Nightingale.....	Richards
Heroines of Service.....	Parkman
Captains of Industry.....	Parton
Up from Slavery.....	Washington

#### Short Stories and Classic Lore (See statement under 7B)

Bible Story: Story of Abraham	
Cycle Story: Sigurd of Volsung	
Lincoln and the Sleeping Sentinel.....	Chittenden
Last Lesson in French.....	Daudet
The Town Pump.....	Hawthorne
Sheridan's Ride.....	Reade
The Story of the Other Wise Man.....	Van Dyke
A Handful of Clay.....	Van Dyke
The Hour Glass.....	Yeats
Wagner's Operas: Parsifal, Tannhauser, Master Singers, Lohengrin .....	Wheelock

### WRITTEN COMPOSITION 8A

The aim of this semester is to teach the pupil to write in good coherent English, a short composition on a definite topic, producing a paper that conforms to the accepted rules as to arrangement and paragraphing.

The same relation between speaking and writing should be maintained as in previous semesters and the same amount of time should be spent on composition.

Follow the directions of preceding semesters, adding

1. Under technical drill
  - a. Variety and clearness in sentence structure. (See grammar assignment for this semester.)
  - b. The semi-colon in the compound sentence
2. Under criticism
  - a. Give class drills to correct errors made by class in general. This may frequently serve as material for a grammar lesson.



3. For subject matter
  - a. See 8B.
  - b. The following new forms of letters should be taught.  
Letters of application; e. g. an answer to a newspaper advertisement  
Business letters containing a number of various articles to be placed in tabulated form. Use real catalogs.

### Oral Composition 8A

The aim is to train pupils to talk coherently, easily, clearly, without prompting and without gross errors in English, on a definite subject for two or three minutes.

1. For pupil's preparation, continue to follow directions as given in 7B.
2. For criticism, see 7B and 7A.
3. Subject matter should continue to be personal, definite, brief.
  - a. As far as possible, the subjects should be brought in by the pupils. Through this hearty co-operation of the teachers and pupils, the topics will be limited to what is wholesome and worthwhile.
  - b. For material, see 8B.

## GRAMMAR 8A

Aim for clearness and variety of sentence structure. Give special attention to the placing of the clause and to the use of direct discourse.

### I. Fundamentals

#### A. Review

1. Essentials of the sentence
2. Subordinate clauses

#### B. Drill for clearness and variety in the sentence.

1. Note the position of the clause in relation to the word modified.
  - a. For clearness compare:  
A bookcase was sent to a man that was filled with books by the name of Daniels.  
A bookcase that was filled with books was sent to a man by the name of Daniels.  
I walked out into the night as the moon rose and

wandered through the woods.

As the moon rose, I walked out into the night and wandered through the woods.

b. For variety compare:

The man won because he knew the situation and put up a good fight.

Because he knew the situation and put up a good fight the man won.

2. Use direct discourse instead of indirect.

a. For clearness, compare

Ellen told Margaret that she had always regretted her action in the matter.

Ellen said to Margaret, "I have always regretted my action."

"I have always regretted your action."

"You have always regretted your action."

"You have always regretted my action."

b. For variety: Continued use of indirect discourse is monotonous.

C. Teach the verb.

1. Active and passive forms of the transitive verb. To secure variety of expression in composition, give some drill, not too much, in changing from one form to the other. Always use sentences.

2. Auxiliaries: Learn the list, merely to aid in recognition of verb phrases: do, be, have, shall, will, may, can, must, and their inflected forms. (Do not spend time learning names, definitions, and formations of various phrases.)

3. Tense forms

a. Develop from such simple sentences as: Suppose I reach school at nine o'clock daily.

Today, at nine o'clock I am in school.

Today, at ten o'clock, I had been in school one hour.

Yesterday, at ten o'clock, I was in school.

Yesterday, at ten o'clock I had been in school one hour.

Tomorrow, at ten o'clock I shall be in school one hour.

Tomorrow, at ten o'clock I shall have been in school one hour.

b. Stress the third-singular or s-form.

## II. Correct Usage in Speech

Make the verb the special subject for drill. In addition, the teachers of each school should agree upon a short list of errors peculiar to their group.

A. Insist upon the correct forms of all common verbs.

B. Drill for correct uses of the verb.

1. The past tense form and the perfect participle must not be confused.

a. The past is always used alone. (I did the work.)

b. The perfect participle is never used alone as a verb, but always as part of a verb phrase. (I have done the work.)

2. The following groups of verbs have similar forms but different meanings: Lie and lay; sit and set; rise and raise; fly, flee, and flow; bid (to offer), bid (to command); bring, take, and fetch; lend and borrow; hang (to suspend) and hang (to execute); leave and let; and others.

C. Teach the following uses of the verb:

1. Forms in expressing conditions contrary to fact. "If I were you I should go" not "If I was you I should go." "If I had gone I should have been hurt" not "If I would of gone I should of been hurt."

2. A verb must agree with its subject in number and person

a. S-form for third-singular subjects only. When one or more plural words come between subject and verb, do not forget the real subject. (The odor of blossoms is in the air.)

b. Singular connected subjects

(1) Connected by "and"

a. When they name the same person or thing

b. When they are preceded by each, every, many a, or no

(2) Connected by "or" or "nor"

c. Collective subjects (Spend very little time on this.)

d. Relative pronoun for subject. Verb form controlled by number and person of antecedent

D. Eliminate the following errors

1. "Let me go" not "leave"
2. "I let her go" not "left"
3. "You ought to go" not "had ought"
4. "You ought not go" not "hadn't ought"
5. "I feel bad" not "badly"

Memorize four poems from this suggested list during the semester. Many of those not chosen for memorizing should be read in class by the teacher or pupils. Those found in *Golden Numbers* are starred.

The Year's at the Spring.....	Browning
Flower in the Crannied Wall.....	Tennyson
Abraham Lincoln Walks at Midnight.....	Lindsay
Gettysburg Address.....	Lincoln
*O Captain! My Captain!.....	Whitman
The Uncommon Commoner.....	Cook
Good Name in Man or Woman.....	Shakespeare
*My Native Land.....	Scott
Psalm XXIII.....	The Bible
A Man's a Man for A' That.....	Burns
*What Is So Rare As a Day in June.....	Lowell
*Opportunity .....	Sill
Trees .....	Joyce Kilmer
The Blue Bird.....	Dickinson
A Corn Song.....	Dunbar
*Song on May Morning.....	Milton
The Present Crisis (Selections).....	Lowell
*The American Flag.....	Drake
*Rain in Summer.....	Longfellow
The First Blue Bird.....	Riley
Work .....	Van Dyke
*God Rest Ye, Merry Gentleman.....	Mulock
Hit the Line Hard.....	Roosevelt
Pleasures Are Like Poppies Spread.....	Burns

(Selections on the pages of *Golden Numbers* listed below are suggested for class work for this grade. Pages 46-54, 81-90, 115-119, 138-141, 174-189, 219-228, 250-253, 270-273, 293-298, 337-349, 398-403, 472-504, 544-548, 582-597, 627-633, 657-661.)

## SPELLING 8A

Minimum requirements: twenty minutes per week should be devoted to spelling. Lists should be made from compositions, letters, or from words common to activities in any classroom. In addition the list in the appendix is recommended. Teach words in syllables and their use in sentences.

Library Instructions: see appendix.

Supplementary Reading: see general statement in appendix and list for 8th year.



## Ninth Year

There should be no distinctive line drawn between the general aims of English in the eighth and ninth years of high school, even though the method of handling the material may be different. More attention can be paid to adapting specific aims to the age and experience of the pupils. The reading may be for the purpose:

I. Of furnishing pure pleasure, by studying such books as *A Midsummer Night's Dream*, *Treasure Island*, *The Ballads*, etc.

II. Of enlarging the pupil's mental background, by studying *Ivanhoe*, *The Iliad*, *A Tale of Two Cities*, etc.

III. Of developing an appreciation of nature, by studying poems of Burns, Bryant, Wordsworth; Essays of Burroughs.

IV. Of developing an understanding of human nature, by studying Shakespeare, Dickens, Thackeray, Eliot, etc.

V. Of giving an opportunity for introspection, by studying and writing autobiography, personal letters, informal essays, for investigating a vocation.

### LITERATURE 9B

#### CLASS READING

The aim of literature at this period of the pupil's education may well be to enlarge his sympathies. Approximately two-fifths of the time should be spent on interpretation.

- I. Continued use of *Atlantic Prose and Poetry*, Thomas and Paul; *Narrative and Lyric Poetry*, Seward. (See appendix for 9th year list.) Not to be used until 9A, if composition book is purchased. Stevenson, *Treasure Island*; Shakespeare, *A Midsummer Night's Dream*
- II. Biography unit: Muir, *Boyhood of a Naturalist*
- III. Other selections: Longfellow, *Tales of a Wayside Inn*; Smith, *Caleb West*; Kipling, *Captain's Courageous*; Scott, *The Lady of the Lake*, or *The Lay of the Last Minstrel*.



Minimum requirement: unit I with one other selection; or Unit II with three other selections. Some memorizing of both prose and poetry should be required. *Golden Numbers* available.

## COMPOSITION 9B

### I. The aims of this semester are:

1. To teach in an elementary way the four forms of discourse, with emphasis on narration. There should be short weekly themes, averaging one page. Many of these should be written in class under the teacher's direction.

2. To train the pupil to stand before his classmates and give a brief oral report. Here emphasis should be placed on posture, voice, organization of subject matter, sentence structure, correct English. The oral themes should be short enough so that each pupil may be called upon once in two weeks.

3. To make the misspelling of common words an uncommon occurrence
4. To master the following uses of punctuation
  - a. Correct end punctuation
  - b. Apostrophe
  - c. Quotation marks
  - d. Common uses of comma: with terms in series, with a direct quotation, with noun of address, after a dependent clause at the beginning of a sentence
5. To teach simile, metaphor, and personification in such a way that the pupil will recognize and appreciate the value of these figures in his reading
6. To start the use of a class notebook (see appendix.)
7. To continue practice in note-taking

### II. The material for composition should include subjects suitable for all four forms of writing:

1. For narration, incidents observed in everyday life that show character, autobiographies where teachers can make use of them
2. For exposition, explanations of processes or operations
  - a. In manual training
  - b. In laboratory

- c. In any work outside school. These explanations may follow narrative arrangement and should give the pupil a sense of order in his composition.
  3. For description, two kinds of material—one producing fact writing (a tool, machine, kitchen utensils), the other imaginative or feeling writing (a person, room, outdoor scene).
  4. For argumentation, questions from school life or any other familiar material (See ethical topics.)
- III. The technique of writing should be concerned chiefly with clearness.
1. Punctuation and sentence structure should be taught in their relation to clarity of meaning. Unity should be taught as an aid to clearness in sentence and paragraph.
- IV. The following attainments should be expected from the pupil:
1. The ability to write a simple narrative, observing correct time order, correct tenses, and having a purpose or point
  2. The ability to paragraph a narrative where there is a change of action
  3. The habit of looking up the spelling of doubtful words
  4. The ability to keep the written work free from gross grammatical errors
  5. The ability to punctuate correctly. (See appendix for suggestions on dictation.)
  6. The ability to make a simple outline

## GRAMMAR 9B

Aim to eliminate such sentence faults as: too many short choppy sentences, the run-on sentence, the rambling sentence. Stress the use of verbals. Give further drill upon the forms and uses of the simple, the complex, and the compound sentence. Grammar should be subordinated to the work in composition.

The time devoted to composition and grammar should approximate three-fifths of the class periods, except in high schools of commerce where two-fifths of the time should be the minimum.

## I. Fundamentals

- A. Review any principles necessary to correct mistakes made in pupils' written or oral work. Emphasis should be placed on the verb.
- B. Vary the structure of sentences
  1. By reducing elements—clauses may be reduced to phrases or words
  2. By expanding elements—words may be expanded to phrases or clauses
  3. By rearranging—clauses following main statement may be made introductory or parenthetical
- C. Teach the verbal
  1. Noun
    - a. Gerund (Subject of a verb, object of a verb, predicate noun, object of a preposition, explanatory-appositive)
    - b. Infinitive (Subject of a verb, object of a verb, predicate noun, used adverbially)
  2. Adjective
    - a. Present participle
    - b. Past participle
    - c. Infinitive

## II. Correct Usage in Speech

Make the verbal the special subject for drill. In addition, the teachers of each school should agree upon a short list of errors peculiar to their group. Stress the correct use of the

### A. Participle

1. A participle should not introduce a sentence or clause unless it logically modifies the subject of that sentence or clause
2. A participle preceded by "thus" should not be used except to modify the subject of the preceding verb.
3. A participle should be so used that there is no doubt as to the word which it modifies or to which it refers. Give sentences like the following for correct placing of participle. Correct:
  - a. Emerging from the thicket the hunter saw a fine moose.
  - b. Sitting on the edge of the rock we could see the wounded eagle.

4. The noun used independently with a participle and the subject of a clause following must refer to different persons or things.

#### B. Infinitive

1. An infinitive should be in the present tense unless it represents action prior to the governing verb.
2. Do not use "and" for "to"; "come to see me," not "come and see me."
3. Do not split the infinitive. "Learn to accept responsibility quietly;" not "learn to quietly accept responsibility."
4. Do not use "to" alone instead of the infinitive. "He did what he was told to do," not "he did what he was told to."

#### C. The gerund

1. The substantive modifying the gerund should be in the possessive case.

### SPEECH WORK 9A, 9B

(See appendix.)

#### I. Bodily deportment

1. Talk on poise as an asset to the successful man or woman.

#### II. Voice

1. Use voice exercises of the 7th and 8th grades.
2. Have the pupils work for a relaxation of the throat muscles. Exercises: The road to Rome is rugged, round, and rough. Call on Paul.
3. In the following practice sentences constantly stress the use of the tongue, teeth, and lips:
  - a. This is the place and right over the hill is the path we took.
  - b. The sea ceaseth and sufficeth itself.
  - c. Oh, mighty Caesar, dost thou lie so low?
  - d. Hand her his hat to hold.
  - e. Star, white, light, pure, crystal, pink.

Preparation: in the 9th year put the emphasis on prose work. Memorize portions of books and poems which are being used in the suggested readings for the grade and have pupils recite them before classes. Selections for class work: *Pen-rod Stories* (Parts); Parts of some of O. Henry's stories; cuttings from Lincoln's speeches.

## SPELLING 9B

(For general suggestions see appendix.)

The aims of word study in this semester are to build up the vocabulary and to reduce the number of errors in spelling in the pupils' written work. These aims are to be accomplished by

1. Word study based on class reading
2. Drill on lists made from misspellings on pupils' papers

Minimum time requirement—twenty minutes per week.  
In high schools of commerce—forty-five minutes per week.

Library instruction. (See appendix.)

The aims of library instruction should be to acquaint the pupils with sources of special information other than dictionaries and encyclopedias. Materials of instruction:

1. Review of 8th year work
2. Survey of library material on biography
3. Study of handbooks
  - a. *Who's Who in America* etc. A minimum of three periods of instruction by the librarian is suggested for the 9B and 9A semesters. (For assignment see Home Reading list in the appendix, and general statement.)

## LITERATURE 9A

The aim of the literature of this period may well be to continue to enlarge the pupil's sympathies and to give him a genuine interest in the reading of good literature. Approximately two-fifths of the time should be spent on literature.

### Historical Unit

Julius Caesar.....	Shakespeare
The Iliad or The Odyssey.....	Bryant

### Narrative Unit

Prose Literature.....	Ashmun
Ivanhoe .....	Scott
Old Testament Narratives.....	Snyder

### Other Selections

Narrative and Lyric Poems.....	Seward
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(See appendix for 9th year list.)



Classic Myths.....	Gayley
The Spy.....	Cooper
The Alhambra.....	Irving

(Minimum requirement; unit I or II with one other selection.)

## COMPOSITION 9A

I. The aims of this semester should be a continuation of the aims stated under 9B composition. The subject matter of the themes should include

1. Letter writing

- a. All letter forms previously taught should be reviewed, but the variety of forms permissible by good usage with reference to headings, addresses, salutations, and endings should be taught.
- b. The following outline is suggested for the development of a letter of friendship. (Proper heading and salutation, acknowledgment of pleasure upon receiving friend's letter, short comment on its contents, replies to friend's inquiries, any items of news that may interest the friend, questions the writer may wish answered, expressions of esteem and affection, proper close.)

2. All four forms of discourse

- a. All four forms of discourse should be touched upon, and used in developing the pupil's natural interests, but narration should be stressed.

II. The technique of writing should be concerned constantly with clearness.

1. A sense of form and organization should be developed by a more detailed study of unity.
2. The pupil should see that unity may be violated
  - a. By crowding into sentences items not related
  - b. By lack of proper subordination of ideas
  - c. By changing point of view
3. Sentence technique should be more fully developed
4. The paragraph in narration should be studied as to
  - a. Form
  - b. Content



5. Punctuation should be thoroughly reviewed and corrections insisted upon in all written work. The proper use of the semicolon should be encouraged. (See appendix for dictation.)
6. Figures of speech: review of simile, metaphor, personification; with addition of alliteration
7. Outlining should be insisted upon.
8. The use of note books should be continued. (See appendix.)

### III. Exercises for enlarging the vocabulary may well be used.

1. Each member of the class should be required to keep a note book in which he
  - a. Registers one new word a day
  - b. States where it was found
  - c. Gives a definition
  - d. Uses the word correctly in a sentence. (Each composition should have at least five of these new words underlined so that the teacher may recognize them as new words.)

### IV. The following material is suggested for work in oral or written composition: development of theme from a topic sentence, the recounting of a joke or anecdote, the description of processes, occupations, etc., paraphrases.

1. One-paragraph contests on
  - a. Flowers: which one most beautiful
  - b. Food: what most useful
2. Civic topics
  - a. Officials and their duties. Each pupil may present one official and speak of his function.
3. Morals and manners
  - a. Manners at home
  - b. Manners in a street car
  - c. Thankfulness (See appendix.)
4. Reading
  - a. Reports on current happenings
  - b. Reports on editorials
5. Observations
  - a. Of people met on street
  - b. Of a public building
  - c. Of places near school

6. Imagination
  - a. Fables
  - b. Monologue or dialogue where nature is personified
7. Experience
8. Text books
  - a. Their purpose and method of use
  - b. Something learned from them
9. Summarizing
  - a. The central thought in a stanza of poem, or book
  - b. Chief characteristics of a public character, of a friend, etc.
10. Class work in formation of opinions (Every effective lesson will include this.)
11. Conversations
  - a. Where something was learned
  - b. A stray remark and what it suggested

## GRAMMAR 9A

Aim for increased power in sentence manipulation. Stress only those fundamentals that are necessary for more mature work in expression. Make a particular study of connectives. Grammar should be subordinated to the work in composition.

### I. Fundamentals

- A. Review. In this review it might be advantageous to give the pupils more nomenclature than formerly, for many change at the end of this semester to various types of high schools while others pursue a more intensive course in the study of language or languages.

#### 1. Sentences

- a. Use—declarative, interrogative, imperative
- b. Structure—simple, complex, compound
- c. Subject—simple, complete, compound; infinitive phrase, noun clause
- d. Predicate—simple, complete, compound
- e. Modifiers
  1. Adjective word
  2. Adjective phrase; prepositional, participial, infinitive
  3. Adjective clause
  4. Adverbial word

5. Adverbial phrase; prepositional, infinitive
6. Adverbial clause
7. Explanatory (appositive)
- f. Complements
  1. Predicate noun (subjective complement)
  2. Predicate adjective (subjective complement)
  3. Direct object
- g. Connectives
  1. Subordinating
  2. Co-ordinating
2. Parts of speech
  - a. Nouns (substantives): common, proper, gender, number, uses, case
  - b. Pronouns: personal, relative, gender, person, number, case
  - c. Adjectives and adverbs (comparison)
  - d. Verbs—forms (regular, irregular), complete (intransitive), incomplete (transitive, copulative)
  - e. Tense (six forms)
  - f. Gerunds, infinitives, participles

Note: Preceding outline may be posted. It should be in each pupil's notebook, together with such definitions and illustrations as will make the subject clear.

## B. Teach

1. Parts of speech which connect and show relation
  - a. Preposition between its object and the word modified
  - b. Copulative verb between the predicate noun or predicate adjective and the subject
  - c. Subordinating conjunction between subordinate clause and principal clause
  - d. Relative pronoun between subordinate clause and its antecedent
  - e. Conjunctive adverb between subordinate clause and the word in the principal clause which it modifies
2. Connectives as a helpful link for variety of sentences
  - a. Co-ordinating
    1. Addition: and, also, moreover, likewise, besides.  
The wren chattered and the flowers bloomed there.

2. Contrast: but, yet, nevertheless, however, notwithstanding, still. The sun has set, **but** the stars have not appeared.
3. Conclusion: hence, therefore, consequently, so. He did not make proper preparation, **hence**, he failed.
4. Correlative: either, or, neither, nor, whether, or, both, and not only, but also. **Either** she or I must go.

b. Subordinating

1. Relative pronouns: who, which, that. The children **who** grew to manhood and womanhood with the Great Stone Face before their eyes were happy.

2. Adverbial conjunctions

- a. Time: when, while, as, since, before, after, until, till, whenever, whensoever. **When** he speaks, we obey.
- b. Place: where, whence, whither, wherever, where-soever, whithersoever. Where the treasure is there is the heart also.
- c. Cause: because, as, since, why, for. **Because** she came, he left.
- d. Manner: as, how. "It is from the well at Bethlehem," they said, **as** they gave the water to David.
- e. Comparison: as, then, as if. Justice is as strictly due between neighbor nations as between neighbor citizens.
- f. Condition: if, unless. **Unless** I am mistaken, here he comes.
- g. Concessions: although, though. **Although** he slay me, yet will I trust him.
- h. Purpose: lest, that. She smiles, **lest** she should weep.
- i. Result: that. Let him appear, **that** I may slay him.

## II. Correct usage in speech

Make a careful study of the causes and the means of correcting all common errors as outlined in grades 7B to 9B, in order that pupils may have standards of judgment and correction. By the time the pupil has reached this grade any violation of good use may be explained most economically in terms of grammatical principles.

A. Insist on correction of all errors previously outlined until the pupils are made to feel that they cannot safely repeat them.

B. Teach some uses of subordinating connectives as:

1. The subordinating connectives, **that** and **whether**, used to introduce a noun clause are the only pure connectives of this class, all other subordinating connectives in the noun clause form parts of the clauses which they introduce.

2. Do not use **while** where **although** may be used instead.

3. The connective **for** is sometimes co-ordinating and sometimes subordinating. It is co-ordinating when the clause following it is in the nature of an explanation, as:

His notable little wife, too, had enough to do to attend to her housekeeping and manage her poultry; for, as she sagely observed, ducks and geese are foolish things and must be looked after, but girls can take care of themselves.

4. A subordinate connective is always used to introduce a subordinate clause; hence a subordinating connective is always a sure indication of a complex sentence.

## SPEECH WORK—SPELLING 9A

(See 9B and appendix.)

The words used for study of spelling should be taken from lists made up of misspellings in weekly themes.

Library instruction: during this semester the pupil should learn the use of the card catalog, the classification of books in the library, and the value of such reference books as the *World Almanac*. The class teacher and librarian should cooperate in this work. See statement concerning library instruction in 9B.

Supplementary reading: See suggestions in appendix, and reading list for 9th year.

# Tenth Year

## LITERATURE 10B

The aims of this semester are to develop the power of discrimination in the use of words, to increase the vocabulary, to develop better sentence structure, to advance the knowledge of paragraphing; to inspire wide reading of various types of literature, and through intensive study of a few classics, to strengthen the power of reflection, and to cause the inspiration gained from the study of literature to function in the lives of the pupils.

The special aim in this semester is to stimulate appreciation of poetry through an understanding of its structure in narrative and lyric forms. Three-fifths of the class time should be spent on literature; two-fifths in high schools of commerce.

## CLASS READINGS 10B

- |                                |             |
|--------------------------------|-------------|
| I. As You Like It.....         | Shakespeare |
| The Tempest.....               | Shakespeare |
| II. Silas Marner.....          | Eliot       |
| Idylls of the King.....        | Tennyson    |
| The Deserted Village.....      | Goldsmith   |
| Enoch Arden.....               | Tennyson    |
| Narrative and Lyric Poems..... | Seward      |
| III. Autobiography .....       | Franklin    |
| The Making of an American..... | Riis        |

Minimum requirement: one group is required, preferably that containing the type for the semester, and one selection from one other group.

## COMPOSITION 10B

Beginning with the 10B classes more attention can be paid to the means by which interest is obtained. To be effective the pupil must learn to employ rhetorical principles that will interest, please, and convince. Attention must be paid to the sense appeals of sound, light, etc., and to the use of striking



comparisons and appropriate diction in order to produce a good description; to the placing of incidents so as to produce climax in a story; to the massing of details so as to produce surprise or emphasis; to arrangement of sentences and paragraphs for force in argument.

I. The chief aims of the composition work in this semester are

1. To develop paragraph sense
2. To develop a greater power in the use of the outline
3. To increase the vocabulary

## II. Contents

- A. The paragraph, (development of the paragraph from the topic sentence). Kinds of paragraph, emphasis on expository and descriptive. Uses of the paragraph
- D. Outlines, (See appendix.)
- C. Letters—friendly, business
- D. Rhyme, meter verse, form (Require short poem.)
- E. Figures of speech; Review personification, simile, metaphor, allegory.
- F. Vocabulary (See Lewis and Hoscic, Chapter V; C. S. Thomas, *The Teaching of English* Chapter V); Specific words for general; descriptive words for a given object, person, or trait of character; words in connection with an occupation. (Make lists of usable words. Use note book.)

## SPEECH WORK 10B

### Physical Deportment

1. Review. Emphasize again the correct sitting, walking, and standing positions.

2. A need of the tenth year student is freedom of bodily movement and the overcoming of self-consciousness at this adolescent period. Pantomimes will prove extremely helpful. The following are suggestions: washing and ironing; playing tennis; washing dishes, break cup, cut finger, etc. Fat man hurrying for car. Show that he is carrying basket of eggs in one hand, baby in other arm. He becomes tired, stops, puts down eggs, changes baby to other arm, picks up basket, hurries on, reaches station, sees train leaving station, shows dismay.

## **Voice**

1. To secure forward placement or to bring words to front of mouth use "oo" with a prolonged sound and on many different keys. For the "ee" sound use sentence "Keep near me." Watch that lips are forward, free from teeth, in same position as in long "oo."

2. Attention should be paid to the different vowel sounds and to the clear cut sound of consonants such as k-f-d-t-p-g, particularly in final syllables of words and final words of sentences.

3. Have students count (individually) with best possible voice and utterance.

## **General suggestions for material**

Continue same type of selections as in previous years where the expression is dominated by largeness, animation, power, freedom. Work to have student desire to interest and entertain his hearers. His attention should not be focused on himself, his tone, or emphasis, but upon his listener. The effort to make every one hear easily, particularly those in the back of the room, will help to produce clear, distinct utterance.

## **Story Telling**

Use the stories and poems studied in the regular English class, especially those that quicken the imagination.

## **SPELLING 10B**

Refer to bibliography in appendix for methods of teaching spelling. Spelling lists should be made by pupils from

- a. Their own compositions
- b. Class and supplementary reading
- c. Vocabulary lists from other studies in 10B. (See list in appendix.)

At least 20 minutes a week should be devoted to spelling from these lists.

## **Library Work**

a. Books—Talks on the value of good books to increase vocabulary. (See appendix.)

b. Use of library materials—minimum requirement—three days' instruction by the librarian each year.

c. Supplementary Reading—see appendix for general statement, for 9th year list. See 7B for Copy Reader's Marks.

### LITERATURE 10A

The special aim of this semester is to teach the structure and character of the short story as exemplified in American literature. This is to be accomplished by a wide reading of the short story and a general survey of American literature. Pupils should be required to do supplementary reading in recent books and periodicals upon which they should report to the class. Three-fifths of the class time should be spent on literature; two-fifths in high schools of commerce.

### CLASS READINGS

- |                                |                        |
|--------------------------------|------------------------|
| I. Short Story.....            | Mikels                 |
| Poems and Tales.....           | Harte                  |
| Poems and Tales.....           | Poe                    |
| Twice Told Tales.....          | Hawthorne              |
| II. The Crisis.....            | Churchill              |
| A Tale of Two Cities.....      | Dickens                |
| America at Work.....           | Husband                |
| III. Twelfth Night.....        | Shakespeare            |
| Narrative and Lyric Poems..... | Seward (See appendix.) |

Minimum requirement—one group and a selection from a second group.

Beginning with the 10A semester the pupil should be required to write longer themes than before—themes which require careful planning and paragraphing. A short story may be required, or any other form of composition that requires treatment in several paragraphs. Individuality of style may be discovered and fostered.

### COMPOSITION and GRAMMAR 10A

I. The specific aims of the work in composition in this semester are

- A. To make the pupil appreciate that the fundamental principles of unity, coherence, and emphasis underlie all composition

whether that composition is a lecture, a short story, a business letter, or an oration.

- B. To add the rudiments of style to the pupil's writing through variety in sentence form and discrimination in use of words.

## II. Contents

1. Unity
  - a. In sentence structure
  - b. In the paragraph—emphasis on the paragraph
  - c. The composition as a whole
2. Coherence
  - a. In sentence structure
  - b. In the paragraph—emphasis on the paragraph
  - c. The composition as a whole
3. Emphasis
  - a. In sentence structure
  - b. In the paragraph—emphasis on the paragraph
  - c. The composition as a whole

## Grammar

- A. For coherence, review, if the needs of the class seem to demand it
1. Clauses: independent and dependent
  2. Conjunctions: co-ordinate and subordinate
  3. Pronouns: personal, demonstrative, relative
  4. Adjectives distinguished from adverbs
  5. Prepositions distinguished from conjunctions
  6. Elimination of all errors in verb forms (See 9B.)

## SPEECH WORK

(See 10B)

Spelling—see general plan for 10th year under 10-B; and appendix.

Supplementary reading—see appendix.

See 7B for Copy Reader's Marks.

# Eleventh Year

## LITERATURE 11B

The special aim of this semester is to create an interest in the types of literature that reveal the personalities of various authors. The informal essay and the autobiography may be emphasized for this purpose. This will lead to introspection by the pupil. Three-fifths of the class time should be spent on literature except in high schools of commerce, where, in the interest of extended work in business correspondence and spelling, the time spent on literature is reduced to two-fifths of the class time.

### 1. A Modern Unit

She Stoops to Conquer.....	Goldsmith
The Rivals.....	Sheridan
Disraeli .....	Parker

(or other modern play from the Home Reading List)

### 2. An Essay Unit

Essays and Essay Writing.....	Tanner
Self Cultivation in English.....	Palmer
Essay on Johnson.....	Macaulay
DeCoverley Papers.....	Addison and Steele

### 3. A survey of English literature by outline and library reading. Intensive study of three selections from the above units or from the unclassified list.

#### Unclassified selections

Narrative and Lyric Poems.....	Seward
(See appendix.)	

Macbeth .....	Shakespeare
The House of Seven Gables.....	Hawthorne
Lorna Doone.....	Blackmore
Kenilworth .....	Scott
Story of Sigurd.....	Morris
Life of Alice F. Palmer.....	Palmer

Minimum requirement: one unit thoroughly and one other selection.

## COMPOSITION 11B

The special aim of this semester is to develop individuality and accuracy of expression. The essay type lends itself to

this purpose, also the friendly letter where individual tastes and interests may be expressed in detail. The investigation and detailed report of a vocation may furnish material. Composition work should occupy two-fifths of the class time. At least one carefully prepared oral theme should be given each month.

These aims are to be accomplished by the following means:

- A. Review of grammar and rhetoric
  - 1. To eliminate characteristic errors in speech and writing
  - 2. To maintain rigid requirements in matters of form
  - 3. To develop skill in using unified, coherent, and emphatic sentences and paragraphs
- B. Further study of
  - 1. Rhetorical principles
  - 2. Technical composition—especially for students preparing for college
- C. Emphasis in composition work on
  - 1. Outline
  - 2. Exposition
  - 3. The essay

The aim of composition work for the eleventh and twelfth years in high schools of commerce is to prepare pupils for specific vocations through a thorough and detailed study of, and familiarity with, the common business forms and usages.

In addition, therefore, to the general assignment of grammar and composition, pupils in the 11B semester will begin the study and practice of business correspondence. Minimum requirement: two-fifths of the class time.

### Assignment

- 1. Mechanical make-up of business letters
- 2. Folding letter and addressing envelope
- 3. Letters of inquiry and information
- 4. Review of punctuation

### SPEECH WORK 11B, 11A

In schools where there is a special speech teacher, no new work need be undertaken by the English teachers. A constant re-emphasizing of all previous years is highly desirable,



however. In schools where there is no teacher of expression the following work should be done:

### **Bodily Deportment**

1. Review
2. Steady eye. Whether the student is thinking on his feet or reading from memory, be careful to establish a steady eye by the end of his 11th year work.
3. See that displeasing facial habits are overcome.
4. Pantomimes continued: have original ones worked out. Woman comes into room in hotel, busies herself in various ways, sits down in front of dressing table, takes off necklace, glances into mirror and sees pair of shoes below curtain across room, shows horror. After first fright she decides to offer burglar all her jewels, goes over and begs him to take them, head turned away, not looking at him. Finally the wind blows curtain aside and shows her that shoes are all that are there. Relief. Work out as elaborately as possible.
1. Use for developing pure tone  
"You bells in the steeple, ring, ring out your changes  
How many soever they be  
And let the brown meadow-lark's note as he ranges  
Come over, come over, come over to me."
2. Work for the perfection of the sounds of th-wh-sh. Examples
  - a. As the thirty-third passed, enthusiastic thousands thronged themselves into the thick of the fight, thus thwarting those who thought to throttle them.
  - b. What without asking, hither hurried, whence? And without asking, whither hurried hence?
  - c. Sara in shawls shoveled soft snow softly.

### **Preparation: General suggestions for material**

1. Extemporaneous talks of two or three minutes' length on current topics
2. Readings suggested
  - a. Herve Reil, Browning
  - b. The Lady of Shalott, Tennyson
  - c. The Highwayman, Noyes
  - d. Joyous Lyrics

## SPELLING 11B

The spelling work in this semester should consist of two distinct phases:

1. Word study to be based on class reading with the object of enlarging vocabularies
2. Spelling drill on lists made up from the pupil's misspellings in any written work. The minimum amount of time to be spent on such work should be twenty minutes per week.

### Spelling in High Schools of Commerce

Aim: to spell, pronounce, build, define, and use words in common use

Assignment: Five hundred words of common or frequent use in the ordinary affairs of life.

Text: Marshall's *Business Speller*

Minimum time: One period per week

## LITERATURE 11A

The aim of the reading in this semester is to extend the pupil's knowledge of types of literature. Three-fifths of the class-time should be spent on literature; two-fifths in high schools of commerce.

### I. An English poetry unit

- A. History of English poetry—to be taught briefly by outline
- B. Library and magazine reading of modern poetry
- C. Narrative and lyric poetry. (See appendix.)

### II. An American patriotism unit

Speech on Conciliation.....Burke  
American Patriotism in Prose and Verse.....Gathany  
Farewell Address .....Washington  
Bunker Hill Oration.....Webster  
Other selections at the discretion of the teacher

### III. A magazine unit

1. Editorials from current newspapers
2. Several weeks' subscription to a selected magazine
3. A general survey of periodical literature by means of a different magazine in the hands of each pupil

### Unclassified Selections

Bleak House .....Dickens  
Henry Esmond .....Thackeray

A Shakespeare play, *Henry IV*, or *Henry V*, or some other not previously read. Minimum requirement: one unit thoroughly and one other selection

## COMPOSITION and GRAMMAR 11A

The aim of the composition work in this semester is to prepare the pupils for the expression of their more fully developed ideas by teaching them how to collect and organize material. The form of discourse to be especially stressed should be argument of the informal type so useful in every day life—for instance, public speaking, salesmanship. Approximately two-fifths of the class time should be spent on composition. One carefully prepared oral theme should be given each month. The aim is to be accomplished by the following means:

- A. Grammar review
  - 1. Uses of participles in effective structure
- B. Further study of rhetorical principles in sentences, paragraphs, and whole compositions
- C. More advanced work in outline, and the making of a complete outline for a long paper
- D. General review of all composition work

## HIGH SCHOOLS OF COMMERCE

The aim of instruction in composition, beyond the usual requirements of effectiveness in the use of language, is through a study of important types of commercial transactions, to develop general intelligence and adaptability to the changing commercial and industrial conditions. Time: two-fifths of the class time. Content:

- 1. The essential qualities of business letters
- 2. Review of the principles of composition
- 3. Letters ordering goods
- 4. Remittances
- 5. Requests for payment
- 6. Letters of introduction
- 7. Letters of recommendation

## SPEECH WORK 11A (See 11B)

Spelling (See appendix.)

The spelling work of the previous semester should be continued with the objects of further enlarging the vocabulary of the pupils and eliminating errors from their own written work. Approximately twenty minutes each week should be spent on:

1. Word study based on class readings
  2. Drill on spelling of words misspelled on pupils' papers.
- Spelling in high schools of commerce, (See 11B).

Library instruction: Library work should correlate closely with the reading and composition, including note-taking and making bibliographies. See appendix.

Supplementary reading: See appendix and 11th year lists.

# Twelfth Year

## LITERATURE

The aim of this year should be to give the pupil a broader view and fuller appreciation of literature. Consequently, the work on the whole should be less intensive than of any of the other years, with the aim of training the pupils to grasp the central idea readily. The teacher should see that the pupils respond emotionally to the message and translate it into terms of personal conduct.

Since the majority of high school pupils pass directly from this grade to places in the world, there should be a persistent attempt to foster higher ideals of civic responsibility.

## COURSES

Five semester courses are suggested in the following pages. Each school should select the two best adapted to the special needs of the pupils. The courses are:

1. Contemporary English and American literature. This introduction to the writers of our time is especially desirable for the pupil whose education ends with this grade.
2. Selected readings from English and American literature, principally of the Nineteenth Century. This material is more suitable for intensive study than that of No. 1.
3. A survey of American literature, with readings, more complete and more advanced than the short survey in 10A
4. A survey of English literature, with readings. This offers an opportunity for more detailed study than the short survey in 11B, and for further illustrative readings
5. A course in journalism

## COURSE I

Atlantic Narratives.....	Thomas
The Rise of Silas Lapham.....	Howells
Essays and Essay Writing.....	Tanner

One of the following:

Little Book of Modern Verse.....	Rittenhouse
Second Book of Modern Verse.....	Rittenhouse
Collected Verse.....	Kipling

The short story: 3 or 4 weeks

- A. Selections for careful reading and class discussion from *Atlantic Narratives* (first or second series): Kipling, four or five stories such as: *The Man Who Would Be King*; *Baa, Baa, Black Sheep*; *The Brushwood Boy*; *Without Benefit of Clergy*; *The Man Who Was*: to be followed by stories of pupils' choosing from *The Day's Work* and *Life's Handicap*
- B. Other reading. Each pupil to read short stories by two or three writers and report daily on one. (See outside reading list for 12th year in appendix.)

Modern drama: 3 or 4 weeks

- A. Short talks on difference between modern and Shakespearean drama, stage, scenery, acting, subjects, types of play; Roman comedy, problem play, comedy of character, farce, comedy of manners, might profitably precede the study of drama. Read to class a few specimens of one-act plays and analyze with pupils meaning of dramatic situation. Suggested plays:  
Half Hours..... Barrie  
Echoes from the War..... Barrie  
The Beau of Bath..... Mackay  
Seven Short Plays..... Gregory
- B. To be read by all the pupils and to be discussed in class for theme, plot, characters, setting, lines, two or three of the following:  
Pygmalion ..... Shaw  
Milestones ..... Bennett and Knoblock  
The Mollusc..... Davies  
The Melting Pot..... Zangwill  
Disraeli ..... Parker
- C. Plays for outside reading: Each pupil should read at least 2 or 3, and make an oral report on a chosen play or topic. (See supplementary list.) Note: While oral reports on plays are being given in class, pupils may be working on their original plays.

The essay: 3 weeks

- A. For careful reading: selections from *Atlantic Classics* either series or both, or essays in current numbers of *The Atlantic*. Begin with the easy personal essay, such as "Breakfasting as a Fine Art."



- B. General reading: Pupils choose two or three essay writers for oral reports.

Note: It is well in making essay assignments to suggest the particular essays which will interest the pupil. Pupils enjoy Miss Repplier's "Our Accomplished Great Grandmother" and "Children, Past and Present," but find many of her essays too difficult. Mr. Newton's "A Light Blue Stocking" and "A Word in Memory" are more popular than the others.

Poetry: 3 weeks

- A. For careful reading: any one of the following:

Little Book of Modern Verse.....	Rittenhouse
Second Book of Modern Verse.....	Rittenhouse
A Treasury of War Poetry.....	Clarke
Collected Verse.....	Kipling
Oxford Book of Victorian Verse.....	Quiller-Couch

- B. Other reading: pupils choose from two or three modern poets. In outside reading list, assign special poems or group of poems as material for oral themes.

The Novel

Pupils to be supplied with a list of English and American novels from works of: Churchill, Tarkington, Canfield, Deland, Wister, Howells, Poole, Marshall, Benson, Vachell, Wells, Walpole, etc. and required to choose one or more for oral reports and written reviews. (See outside reading list for 12th year.)

#### NOTE ABOUT BOOKS

School libraries should buy some sets of some books and issue them to pupils as assigned. Books may be borrowed from the main or branch libraries, but every high school in which this work is done should own a collection of these books, and also a small collection of suitable reference books.

The Play of Today.....	Hunt
The Theory of the Theatre.....	Hamilton
The New Era in American Poetry.....	Untermeyer
English Literature during the Last Half Century.....	Cunliffe
The Advance of English Poetry in the Twentieth Century.....	Phelps
The Advance of the English Novel.....	Phelps
Materials and Methods of Fiction.....	Hamilton

Who's Who .....  
 Who's Who in America.....

## COURSE II

### Selected Readings from English and American Literature

Hamlet .....	Shakespeare
The Tempest.....	Shakespeare
Poems .....	Arnold
Westward Ho!.....	Kingsley
The Mill on the Floss.....	Eliot
Vanity Fair .....	Thackeray
Selected Essays.....	Emerson
Sesame and Lilies.....	Ruskin
The Virginian.....	Wister
The Rise of Silas Lapham.....	Howells
Letters from Many Pens.....	Coult
Selected Letters.....	Center
Selected English Letters.....	Fuess

One of the Victorian Poets: Arnold, Browning, or Tennyson.

This course should include one of the Victorian Poets: Arnold, Browning, or Tennyson; an English novel, a book of essays, a play of Shakespeare, a course in ethics: (See appendix, as basis for oral theme work.), an American novel.

Supplementary reading with a minimum of three books in two months should be required with both oral and written reports. (See 12th year list in appendix for suggestions.)

## COURSE III

### Survey Course in American Literature

The aim of this course is to unify the scattering and vague information of the pupil and to stimulate in him a pride and interest in the literature of our country. There should be class study of the works of the more important authors while considerable collateral reading in the minor writers should be done to be reported on in class. Throughout the course the very close relation between American history and American

literature should be observed. The various movements, such as that of Transcendentalism, should be considered in their effects upon the writers.

### **Suggested Class Readings**

American Literature.....	Halleck
American Literature for Secondary Schools.....	Cairn
Colonial Prose and Poetry.....	Trent and Wells
Library of American Literature.....	Stedman and Hutchison

Colonial Period—A very brief time is to be devoted to this period, merely enough to give the pupil a clear idea of the beliefs and ideals of the real founders of our country as set forth in their writings. Authors suggested: Bradford, Byrd, Cotton, Mather, Edwards, Sewell, Smith, Wiggleworth, Winthrop.

Revolutionary Period—But little time should be given to this period, enough however, to enable the pupil to gain a clear idea of the dominating and determining ideas of the founders of this republic as expressed in their writings. Authors suggested: Franklin, Jefferson, Hamilton, Henry, Otis, Washington.

National Period—A very hasty review of this period is all that is necessary as most of the authors have been studied carefully, earlier in the pupil's school life. Authors suggested—Cooper, Bryant, Poe, Irving, Webster.

The Period of Greatest Achievement—Considerable time can be profitably spent on this period since it is the greatest of American literature. Care should be taken to select for assignment the less familiar and more difficult selections from the better known authors. Authors suggested: Emerson, Thoreau, Lowell, Stockton, Bret Harte, Twain, Parkman, Fiske, Hawthorne. Of the less familiar writers: Lanier, Whitman, Hay.

Later and Present Day Writers—Only those should be studied whose works seem to show true literary value. Encourage the pupils to read contemporary verse as it is found in magazines and to test this by the standards which they have been enabled to set up for themselves through the study of poetry of recognized merit. Authors

suggested: Novelists, F. Marion Crawford, Winston Churchill, W. D. Howells, Edith Wharton. Short Story Writers, T. N. Page, Margaret Deland, R. H. Davis, O. Henry, Mary Wilkins, G. W. Cable. Essayists, John Burroughs, Henry Van Dyke, D. L. Sharpe, S. H. Crothers, Theodore Roosevelt. Dramatists, J. P. Peabody, *The Piper*, Clyde Fitch, *The Truth*. Poets, Wm. V. Moody, J. W. Riley, Edith Thomas, Arlington Robinson, Anna Branch, Amy Lowell, Vachel Lindsay, Louis Untermeyer, Sara Teasdale, Alan Seeger, J. P. Peabody, Robert Frost, Edgar Lee Masters.

For more definite suggestions of specific books by the writers of this present day period, see 12th year reading list in appendix.

## COURSE IV

### Survey Course in English Literature

History of English Literature.....	Halleck
Twelve Centuries of Prose and Poetry.....	Newcomer

### Survey Plan:

1. Anglo-Saxon Literature. Characteristics of the race as revealed in the literature should be noted. Principal attention should be given to *Beowulf* as representative of the early Anglo-Saxon civilization, and to the works of King Alfred as representative of the later period. (One week.)
2. Anglo-Norman Literature. Characteristics of the Normans and their native literature should be studied. Special attention should be given to changes in the language resulting from the admixture of Norman. Study may be made of the metrical romance and ballad. (One week.)
3. The period of Chaucer. Chaucer and Langland should be studied as representative poets: Wyclif as a representative prose writer.

4. The Renaissance. (Two weeks.)
  - a. Pre-Elizabethan. Causes and effects of the Renaissance, the meaning of the "new learning," and Italian influence in England, may be studied. The sonnet form and blank verse can be presented in connection with Wyatt and Surrey. More's *Utopia* might be chosen to represent the prose of the period.
  - b. Elizabethan. Special characteristics of Elizabethan life and literature should be noted. In prose, Sir Francis Bacon and one or two others such as Sidney and Lyly should be studied. In non-dramatic poetry, Spenser and one or two sonneteers or lyricists, such as Drayton and Campion, should suffice. In drama, Marlowe, Shakespeare, and Jonson will of course demand the largest share of attention.
5. *Hamlet*. At this point the intensive study of *Hamlet* might be introduced. (Four weeks.)
6. Seventeenth Century. (Two weeks.)
  - a. Puritan Age. Milton in poetry and Bunyan in prose will serve to represent the period. Herrick, Herbert, and Isaac Walton might also be noted.
  - b. Restoration. Satire as a literary form and the heroic couplet should be studied here. Dryden, Waller, and Butler might be chosen as representative authors.
7. The Period of Classicism. The meaning of classicism and the essay as a literary form should be studied. Pope, Addison, Steele, Swift, and Johnson will represent the authors of the period. The beginnings of the novel and the fiction of Defoe, Richardson, and Fielding should be taken up. (Two weeks.)
8. The Period of Romanticism. The meaning of romanticism and its beginnings in Gray and Goldsmith should



be studied. Burns, Coleridge, Wordsworth, Byron, Shelley, and Keats will provide material for reading and biographical study. (Two weeks.)

9. The Victorian Period. The trend of thought in the age should be studied. Macaulay, Carlyle, and Arnold might represent the essayists, Dickens, Thackeray, and George Eliot the novelists, and Browning, Tennyson, and Swinburne the poets. (Two weeks.)

## COURSE V

### Course in Journalism. One Semester

News Writing.....	M. L. Spencer
Essentials of Journalism.....	Barrington and Frankenberg
Journalism for High Schools.....	Charles Dillon
Newspaper Writing and Editing.....	Bleyer

The aim of the course is not to train the pupils for the profession of journalism but to give them an appreciation of the newspaper as one of the greatest forces in modern society and to aid their approach to the mastery of English. For these purposes the text by Spencer is especially recommended with its chapters and exercises on the sentence.

1. About six weeks' study of the news story, its organization, structure (contrast with the narrative and short story), the lead, and a general discussion of the sources of news, the need of accuracy and other qualifications of a reporter. This is supplemented by the examination of representative newspapers of our larger cities and a study of the kind of stories featured by the different classes of papers, ranging from the most sensational yellow sheets to the papers like the *Boston Transcript* and the *New York Evening Post* which strive for real literary merit.
2. The written work deals largely with the preparation of such news stories as would be appropriate for a weekly school paper. A study of the organization of the newspaper "factory"—the printing, the business, and editor-



ial departments. A visit to a local newspaper plant gives an opportunity for a write-up such as the Sunday magazine section contains.

3. The interview—the writing of interviews with teachers and business men and women of the city on subjects of special interest to high school pupils—selections of a college, of a vocation, etc.
4. The editorial—how the policy of a paper affects its editorial views. School topics such as the lunch room, manners, etc., furnish material for original editorials.
5. Sports—a comparison and contrast of the kind of material used and the vocabulary employed by different types of newspapers. Special assignments may be given to pupils who are attending games other than those played by their own school teams.
6. The Sunday supplement—what the best papers have to offer, what the sensational kind present—weighing the values of each gives the pupil a standard.
7. The society page—its use and abuse. Art—criticism, drama, music, book reviews.
8. Note: for reading outside class, biographies of famous newspaper men and fiction whose setting is in the newspaper office—see outside reading list. A scrap book, containing the best articles from various papers, arranged according to the usual grouping—news items, editorials, sports, etc.—may be required of every pupil.

## COMPOSITION

The aim of the composition work of this year should be to eliminate fundamental errors that still persist and to develop independence of thought, ease, force, and originality of expression. Numerous opportunities for selecting topics and using models from the pupil's reading are afforded. In Course I, for example, Tanner's *Essays and Essay Writing* is exceedingly valuable in this respect. However, subjects based on

the pupil's everyday interests and on questions of the day should likewise be used.

In addition to at least ten shorter themes in each semester, a long paper, based on more extensive research should be required in connection with each of the suggested courses. This paper may be a part of a class project such as Americanization, Scientific Progress of the Twentieth Century.

These aims may be accomplished by the following means:

1. Review work
  - a. Forms of writing already studied
  - b. Sentence and paragraph structure
  - c. Outlining (see appendix.)
2. Advanced work, suitable for this grade
  - a. Book reviews
  - b. Literary criticisms
  - c. Practice in taking notes (See appendix.)
  - d. The social letter
  - e. Original creative work, such as: short stories, one-act plays, verse, informal essays
  - f. Business letter

### **Composition and Grammar in High Schools of Commerce**

The aim of the last year's work in business correspondence is to develop to the fullest extent the pupil's intellectual alertness and adaptability to changing commercial and industrial conditions, by instruction and practice in the most important types of commercial transactions, such as applications, sales, adjustments, and collections. Minimum time—two-fifths of class periods.

#### **Assignments for 12B**

1. Letter of application
2. Sales letters
3. Circular letters

#### **Assignments for 12A**

1. Adjustment letters
2. Credit letters
3. Collection letters
4. Sales letters, follow-up letters

## GRAMMAR

Grammar should be taught as needed. The emphasis placed upon it will be determined by the actual present needs of the pupils with reference to the occupations for which they are preparing. A rapid review of the essential grammatical principles for further development of power of expression and for better understanding of literature might be taken as follows: 12B Sentences (See 9A; Review.) Continued attention to variety in sentence structure.

### 12A

1. Thorough review of grammar
2. Parts of speech (See 9B; Review.)
3. Emphasize correct usage

## SPEECH WORK

### 12B, 12A

Bodily Deportment. Probably nothing need be added to the deportment requirements. Check up on all fundamentals, constantly stressing the physical and esthetic benefits to be derived from good carriage, correct standing, etc.

### Voice

1. All voice exercises should be reviewed
2. See that the following are given with clear, pure, carrying tone: Good morning; how do you do; lovely art thou, Oh, Peace! and lovely are thy children, and lovely are thy footprints in the green valley. Practice for roundness, resonance, and power: ("Roll on, thou deep and dark blue ocean roll, ten thousand fleets sweep over thee in vain." The nations' vision of vanishing pleasure.)

### Suggestions for Material

1. Choose dramatic portions of any books which are being read in the course, divide them into sections, assign each pupil a different section to memorize and recite before class.
2. Read and tell clearly and simply in class different Bible stories. Example—the story of Ruth and Naomi, Ruth, 1-4. The Story of David and Goliath, 1 Samuel, 22-23. The Capture of Jerusalem, 2 Kings, 25.

## SPEECH WORK

### Parliamentary Law

Teachers who have charge of 12th year students can use Parliamentary Law for classroom work, or better still in regular meetings. See that from chairman to the one who does nothing more than second a motion the voice is good and the utterance of every student is understandable and convincing.

## SPELLING

(For suggestions on spelling in 12th year, see appendix.)

### Spelling in High Schools of Commerce

The aim of the spelling work of the twelfth year is to enable the pupils to spell and use technical words. Minimum time: the equivalent of one period per week. Assignment. Technical word lists of different businesses and professions. Text, Marshall's *Business Speller*

### Library Instruction

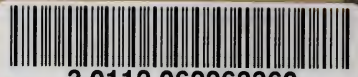
Review work of eleventh year. Discuss the public library as a continuation school. Discuss more fully the value of owning books. The class might profitably read and discuss portions of such books as: Ward, *Practical Use of Books and Libraries*: University of Wisconsin, *Library Lessons for High Schools*.











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